



ADVERSITY QUOTIENT AMONG TEACHERS WITH RESPECT TO GENDER

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Abstract

The present study was conducted to find out the adversity quotient among teachers with respect to gender. Five hundred secondary school teachers from different private and government schools of Gurdaspur and Amritsar districts from Majha region; Hoshiarpur, Jalandhar and Kapurthala districts from Doaba region; Patiala and Ludhiana districts from Malwa region of Punjab (India) were selected. The results of the study revealed that there exists significant difference among teachers with respect to gender in their adversity quotient. The male secondary school teachers have more adversity quotient as compared to the female secondary school teachers.

Keywords: Adversity Quotient, Teachers

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1. Introduction

For student achievement, the most important contributing force is an effective teacher. The teachers are building blocks of the society. The appointment of effective teachers is utmost important task for schools for its overall success. The teachers' good mental health in this stressful competitive world is utmost important for their overall teacher effectiveness. For effectiveness in teachers, their resilience is a necessary condition. The teachers are enabled to flourish, sustain and thrive their effectiveness by their resilience (Gu and Day, 2007). Stoltz (1997, 2000) coined the term 'adversity quotient'. According to him, adversity quotient is the science of resilience in humans. It measures the capability of ones' way of dealing with all the adversities faced by them in life. More resilience in a person depicts more level of adversity quotient in them. The teachers' teaching performance and adversity quotient have a significant relationship (Bautista, 2015). Higher the adversity quotient of school teachers, higher is their teaching efficacy. Teachers' adversity quotient has significant explanation for their teaching efficacy (Hung, 2013). Studies by Kaur (2014) and Ying et al. (2014) revealed that the respondents were equal in their adversity quotient with respect to their gender. Whereas, significant differences existed in the respondents with respect to gender according to the revelations by Johnson (2005), Canivel (2010), Low (2010), Kanjanakaroon (2011), Liu (2011), Baroa (2015), Priya (2016).

OBJECTIVE OF THE STUDY

To find the difference in adversity quotient of teachers with respect to gender.

RESEARCH TOOL

The study used a reliable and valid 'Adversity Quotient Scale' constructed by the investigator for secondary school teachers.

SAMPLING AND PROCEDURE FOR DATA COLLECTION

The sample of the present study consists of secondary school teachers of Punjab (India). The sample selected from Punjab is from two districts from Majha region i.e. Amritsar and Gurdaspur; three districts from Doaba region i.e. Hoshiarpur, Jalandhar and Kapurthala; two districts from Malwa region i.e. Ludhiana and Patiala. The sample selection is done as per convenience from the schools granting permission for collection of data. The selected sample is from the districts from each region having highest number of schools and highest number of teachers (Government of Punjab official census data, 2015-2016). By consideration of the target population of 1,68,914 teachers of secondary schools of Punjab (India), sample size was calculated with 95% of confidence level with 5% of margin of error. The calculated sample size came out to be 384 which is sufficient to represent the secondary school teacher population of Punjab (India). The investigator contacted the teachers personally for collection of data. To cover the rate of dropouts and processes of data cleaning, the investigator approached 548 respondent teachers. The final data collection after removing forms which were incomplete and cleaning of data as recommended by (Hair et al., 2010) remained 500 secondary school teachers with 250 female secondary school teachers and 250 male secondary school teachers.

ANALYSIS OF VARIANCE OF ADVERSITY QUOTIENT AMONG TEACHERS WITH RESPECT TO GENDER

To study the adversity quotient of female and male secondary school teachers, descriptive statistics were calculated of adversity quotient and are presented in Table 1.

TABLE 1
DESCRIPTIVE STATISTICS OF ADVERSITY QUOTIENT WITH RESPECT TO GENDER

Gender	N	Mean	Std. Deviation
Female	250	67.46	8.453
Male	250	69.17	9.318
Total	500	68.32	8.928

For analysing the adversity quotient of female and male secondary school teachers, the obtained scores were subjected to ANOVA and the

comprehensive details of the results is displayed in table 2.

TABLE 2
SUMMARY OF ANOVA OF ADVERSITY QUOTIENT WITH RESPECT TO GENDER

Source	SS	df	MSS	F	Sig.
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Between Groups	364.658	1	364.658	4.608	0.032*
Within Groups	39409.78	498	79.136		
Total	39774.438	499			

*Significant at 0.05 level

It is clear from above table 2 that the F-ratio for the differences in adversity quotient of secondary school teachers was found to be 4.608 ($p=0.032$). The results indicate that secondary school female teachers and male teachers differ significantly at 0.05 level of significance in adversity quotient. Therefore, the data provides sufficient evidence to reject the hypothesis "There exists no significant difference in adversity quotient of teachers with respect to gender". Meaning thereby, the secondary school female and male teachers differ significantly in their adversity quotient. It is obvious from the above table 1 that the male secondary school teachers have more adversity quotient than the female secondary school teachers which is in line with the studies of Johnson (2005), Baroa (2015) and Priya (2016).

1. Results

The purpose of the present study was to find the difference in adversity quotient of secondary school teachers of Punjab (India) with respect to gender. The results of the study revealed that there exists significant difference among teachers with respect to gender in their adversity quotient. The male secondary school teachers have more adversity quotient than the female secondary school teachers as they may have more resilience to face adversities in daily personal and professional life.

LIMITATIONS AND FUTURE RESEARCH

The sample size of the study is five hundred secondary school teachers. This sample size can be increased for future studies. Further study can be conducted on teachers of elementary schools, senior secondary schools and higher education. The study can be further done on teachers from rural and urban locale. The present study is delimited to the different government and private schools of Majha region (Districts: Amritsar and Gurdaspur); Doaba region (Districts: Hoshiarpur, Jalandhar and Kapurthala) and Malwa region (Districts: Ludhiana and Patiala) of Punjab (India). Furthermore, studies could be conducted in other states of India for more generalized results.

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